

Stoughton Elementary Schools

Student and Parent Handbook

2023 - 2024



The Future Starts Here!

Stoughton Public Schools
31 Pierce Street
Stoughton, MA
781-344-4000

The administration reserves the right to revise the Elementary Student and Parent Handbook at any time for any reason during the school year. The current version of the Elementary Student and Parent Handbook can be found at each of the Stoughton elementary school websites.

TRANSLATION NOTIFICATION

The Stoughton Public Schools will ensure that, when requested, specific components of the school handbooks and district codes of conduct will be made available in the primary language of a parent or student whose primary language is not English. Parents may also request that, to the extent possible, school notices and reports be provided in a language that they understand.

[Arabic]

تكفل مدارس ستاوتون الحكومية بأنها، عند الطلب، ستوفر مكونات معينة من كتيبات المدارس وقواعد السلوك في مدارس المنطقة باللغة الأساسية للتلميذ أو لأهله والذين لغتهم الرئيسية غير اللغة الإنجليزية. ويستطيع الأهل أيضاً، وفي حدود الإمكان، أن يطلبوا بأن تكون إشعارات وتقارير المدرسة بلغة يفهمونها.

[Chinese] 如果主要語言不是英語的家長或學生提出請求，Stoughton公立學校保證將以家長或學生的主要語言提供學校手冊和學區行為守則的具體章節部份。家長還可以請求在可能的情況下以他們能夠理解的語言提供學校通知和報告。

[French] Le système scolaire de Stoughton (Stoughton Public Schools) assurera à ce qui en feront la demande que des passages des manuels scolaires et des codes de conduite du système scolaire seront fournis dans la langue maternelle d'un parent ou d'un élève dont la langue maternelle n'est pas l'anglais. Les parents pourront aussi demander que, dans la mesure du possible, les annonces, avis, et rapports scolaires soient fournis dans une langue qu'ils comprennent.

[Gujarati] Jo CataR Aqavaa vaDIlaao naI paaqa-maIk BaaYaa AMgaroP naqaI, Aomanaa AnauroQa]par, sTaoTna paiblak skUlsa; skUla hOMDbauk Anao Plaa kaoD AacarLa naI ivaiSaYT GaTkao paaqa-maIk BaaYaa maa]palabQa kravaSaoo. jyaa sauQaI samBava haoya, skUla naaoiTsa Anao irpaaOT-, vaDIlaao samaxaI Sako Ao BaaYaa maa]palabQa kravaa maaTo; vaDIlaao AnauroQa krI Sako Co.

[Portuguese] As Escolas Públicas de Stoughton asseguram que, quando requeridos pelos pais, certos requerimentos específicos dos livros de regulamentos escolares sejam disponíveis na primeira língua dos encarregados de educação ou de qualquer aluno(a) cuja língua primária não é o Inglês. Os encarregados de educação também poderão requerer que, enquanto possível, as informações e relatórios escolares sejam fornecidos numa língua que os mesmos entendem.

[Russian] По просьбе родителей или учеников, родной язык которых – не английский, школьный округ Stoughton Public Schools готов предоставлять определенные разделы школьных руководств и сводов правил школьного округа на их родном языке. Родители могут также попросить, чтобы школьные уведомления и отчеты об успеваемости предоставлялись - по мере возможности - на понятном для них языке.

[Spanish] Las Escuelas Públicas de Stoughton asegurarán que, cuando pedido, componentes específicas de las guías escolares y códigos de conducta del distrito estarán disponibles en el idioma principal de un padre o estudiante de quienes idioma principal no es inglés. También los padres pueden pedir – a la medida posible – que las noticias y reportes escolares estarán proveído en una lengua que ellos entienden.

[Tagalog] Titiyakin ng Pamublikong Paaralan ng Stoughton na, kung inyong hihilingin, ang mga partikular na bahagi ng Aklat-Pamapaaralan at Pang Distritong Kodigo ng Pag-aasal, ay maaring makuha at maisalin sa wika ng mga magulang o ng mga estudyante na ang pangunahing salita ay hindi Ingles. Maaari ring hilingin ng mga magulang na mailathala sa naiintindihan nilang wika ang mga patalastas at mga ulat na magmumula sa paaralan.

Table of Contents	Page
Translation Notification	2
School Calendar	4
Family's Pledge	5
Communication	6
General Information	7
Civil Rights Information	8
Mission Statement	9
School Committee Members	9
School Procedures	10
School Behavior Expectations	17
School Services and Programs	19
Health Information	20
Lunch/Breakfast Program	21
Services Under Section 504	22
Services and Accommodations for Students	22
Special Subjects	22
School Registration	23
Transportation Information	24
School Committee Policies & Legal Notices	26
Acceptable Use Policy	26
Anti-Discrimination Policy	29
Bullying Prevention	30
Harassment Policy	34
Information for Homeless Families and Students	36
Parent Notification: Human Sexuality Education	37
Physical Restraint of Students	37
Students with Disabilities Procedures	42
Residency Policy	42
Student Records	43
Video Surveillance	46
Wellness Policy	46

STOUGHTON PUBLIC SCHOOLS 2023 - 2024 CALENDAR

JULY 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST 2023

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SEPTEMBER 2023

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OCTOBER 2023

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NOVEMBER 2023

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DECEMBER 2023

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Significant Dates
No School Days

AUGUST/SEPTEMBER 2023

Sep 4 - Labor Day
Sep 5 - School Opens for all Unit A Staff Pre-K-12
Sep 6 - First Day for all Students Grades 1-12
Sep 7 - First Day for Preschool and Kindergarten

OCTOBER 2023

Oct 9 - Columbus Day

NOVEMBER 2023

Nov 7 - Professional Dev. Day
Nov 10 - Veteran's Day-observed
Nov 22 - Early Release
Nov 23 & 24 - Thanksgiving Break

DECEMBER 2023

Dec 22 - Early Release
Dec 25 - Jan 1 Vacation

JANUARY 2024

Jan 1 - New Year's Day
Jan 15 - Martin Luther King, Jr. Day

FEBRUARY 2024

Feb 19 - 23 Vacation

APRIL 2024

Apr 15 - 19 Vacation

MAY 2024

May 27 - Memorial Day

JUNE 2024

Jun 6 - Graduation
Jun 14 - Last Day (180 student days)
Jun 19 - Juneteenth
Jun 24- Last Day (5 Snow Days)

Early Release Dates

Sep 21, 2023 Mar 7, 2024
Oct 19, 2023 Apr 4, 2024
Dec 7, 2023 May 2, 2024
Jan 18, 2024 Jun 6, 2024

Last Day of school

Early Release Hours

Elementary 8:30 - 12:20 / SHS & OMS 7:35 - 11:32
Preschool 8:30 - 11:00 / No p.m. sessions

Office Hours

Regular Hours: 8:00 - 4:00
Summer and School Vacations: 8:00 - 3:00

As referenced in SC Policy JHE. The following days are exempt from testing and homework:

Yom Kippur - Sep 25, 2023
Good Friday - Mar 29, 2024

JANUARY 2024

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FEBRUARY 2024

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MARCH 2024

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APRIL 2024

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MAY 2024

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JUNE 2024

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A FAMILY'S PLEDGE

I KNOW THAT CHILDREN LEARN BEST WHEN FAMILIES AND SCHOOLS WORK TOGETHER.

AS A PARENT, I PLEDGE TO DO THE FOLLOWING:

Set aside some time for talking with and listening to my child every day.

Praise my child for good work in school and good behavior at home.

Help my child develop self-confidence and self-discipline.

Talk with my child's teacher about how my child is doing in school.

Talk with my child about schoolwork.

Set a regular time and place for schoolwork. During this time, there will be no television, no radio, no phone calls.

Encourage reading. I will read to my child, and I will listen as my child reads to me.

Make sure my child gets healthy meals, enough sleep and good exercise every day.

Love my child enough to say NO when necessary.

Help my child discover the joy that learning and thinking can bring at any age.

COMMUNICATION

School-Related Problems and Concerns

From time to time, parents may wish to bring problems or concerns to the attention of appropriate school officials. To assist parents in this regard, the following general guidelines may be helpful:

1. Any concern regarding a school-related matter should first be raised by the parent with the staff member most directly involved. For instance, questions regarding the content of instructional materials or homework assignments should be raised with the teacher involved.
2. If the matter remains unresolved, the parent may wish to speak with the building Principal. Appointments can be scheduled by contacting the office of the principal involved.
3. If the matter still is unresolved, the parent may wish to speak to the Superintendent. For an appointment, contact the Superintendent's Office.
4. If the matter still remains unresolved, the parent may wish to bring it to the attention of the School Committee by communicating directly with the Chairperson of the School Committee.

We urge that parents use the progressive steps outlined above as most problems can be addressed satisfactorily by the teacher or other staff member most directly involved. Starting out at the top inevitably results in no decision and the matter being remanded to the staff member most directly involved.

The following are examples (not an all-inclusive list) of issues which are appropriately addressed at the levels indicated.

1. Teachers
 - a. Student homework assignments, quizzes, and tests;
 - b. Course content, instructional materials, academic progress, and extra help;
 - c. Issues related to classroom discipline, relationships with other pupils and the teacher;
 - d. Athletic issues with the teacher/coach involved and then, to the Athletic Director.
2. Guidance Counselors
 - a. Problems between school and home; teacher and pupil; pupil and other pupils;
 - b. Personal matters relating to student development, behaviors, and interactions with others.
3. Principals
 - a. Any issue arising out of a school building when no other staff member can be specifically identified;
 - b. Student placement issues (in a class, program, instructional level);
 - c. Instructional and co-curricular program issues (athletics, music, drama, etc.);
 - d. Matters related to the physical plant;
 - e. Complaints, dissatisfaction, or concerns regarding school personnel;
 - f. Student records; school-wide discipline issues; bus conduct issues.
4. Superintendent/Assistant Superintendent
 - a. Questions regarding School Committee policies and administrative procedures;
 - b. School Committee meeting and agenda items;
 - c. Any school system records or documents;
 - d. Budgetary matters;
 - e. Hiring and supervision of staff;
 - f. Complaints, dissatisfaction, or concerns regarding school personnel or services which have not been resolved at the Principal's level;
 - g. Suggestions or requests for change in the curriculum;
 - h. Transportation matters (if not resolved by transportation coordinator/business manager).
5. School Committee
 - a. Matters pertaining to policy (class size; student trips; fund-raising activities, etc.);
 - b. Requests for specific courses and programs to be included in the program of studies;
 - c. Complaints regarding the Superintendent;
 - d. School Board minutes and agenda items (Chairperson of School Board);
 - e. Budgetary matters; long-range planning (facilities, programs, etc.).

GENERAL INFORMATION

ADMINISTRATIVE STAFF

Joseph F. Baeta, Ed.D. Superintendent of Schools

Jonathan Ford, Asst. Superintendent of Curriculum and Technology

Matthew Colantonio, Asst. Superintendent of Human Resources and Wellness

Heidi Perkins, Asst. Superintendent of Finance and Operations

Robert Cancellieri, Principal
Joseph R. Dawe, Jr. Elementary School

Jake Dore, Principal
South Elementary School

David Guglia, Principal
Joseph H. Gibbons Elementary School

Kathleen Monahan, Principal
Richard L. Wilkins Elementary School

Christine Feeney, Principal
Helen H. Hansen Elementary School

CIVIL RIGHTS REPRESENTATIVES

District Civil Rights Coordinator

Matthew Colantonio, Asst. Superintendent of Human Resources and Health

Stoughton High School
Ms. Juliette Miller, Principal

O'Donnell Middle School
Mrs. Katrina Crowley, Principal

Dawe Elementary School
Mr. Robert Cancellieri, Principal - Cassandra Thibeault, Teacher

Gibbons Elementary School
Mr. David Guglia, Principal - Mrs. Meghan Hayes, Guidance Counselor

Hansen Elementary School
Mrs. Christine Feeney, Principal - Mrs. Jacqui Harrison, Teacher

South Elementary School
Mr. Jake Dore, Principal – Ms. Meghan Drumm, Speech Therapist

Wilkins Elementary School
Mrs. Kathleen Monahan, Principal – Mrs. Katharine Pearl, Guidance Counselor

Jones Early Childhood Center
Ms. Lynda Feeney, Director

**Abbreviated Reference to the Legislation and Specific Criteria of
Civil Rights Laws and District Coordinator Information**

Law	Coordinator
Title VI of the Civil Rights Act of 1964 ❖ Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color and national origin.	Mr. Matthew Colantonio Asst. Superintendent for Human Resources and Health 31 Pierce Street (781) 344 – 4000
Title IX of the Education Amendments of 1972 ❖ Prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex.	Mr. Matthew Colantonio Asst. Superintendent for Human Resources and Health 31 Pierce Street (781) 344 – 4000
Title I of the Americans with Disabilities Act of 1990 ❖ Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.	Mrs. Joyce Hussein Director of Maintenance and Operations 31 Pierce Street (781) 344 – 4000
Title II of the Americans with Disabilities Act of 1990 ❖ Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.	Mr. Edward Clarke Special Education Director 31 Pierce Street (781) 344 – 4000
Section 504 of the Rehabilitation Act of 1993 ❖ Prohibits discrimination, exclusion from participation, and denial of benefits based on disability.	TBD School Counseling and SEL Director 232 Pearl Street (781) 344 – 4000
Massachusetts General Laws, Ch. 76, S. 5 ❖ Prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion and sexual orientation.	Mr. Matthew Colantonio Asst. Superintendent for Human Resources and Health 31 Pierce Street (781) 344 – 4000
Title I of the Elementary and Secondary Education Act of 1965 ❖ Designed to help disadvantaged children meet challenging content and student performance standards.	TBD Federal Grants Specialist 31 Pierce Street (781) 344 – 4000
603 CMR 46.00 ❖ Governs the use of physical restraint on students in publicly funded schools.	Mr. Edward Clarke Special Education Director 31 Pierce Street (781) 344 – 4000

STOUGHTON PUBLIC SCHOOLS MISSION STATEMENT

Our mission is to challenge individuals to reach their potential in an educational environment that promotes excellence.

The Stoughton Public School System environment honors excellence, celebrates its diversity, and challenges its members to realize their potential. We set high standards using innovative and inclusive programs that enable students of varying learning styles to achieve success. The partnership between the school system and the community, with our vision of excellence, continues to be a source of community pride.

TELEPHONE/FAX SERVICE All numbers preceded by (781)

Location	Telephone	Nurse	Fax
Superintendent's Office	344-4000		344-3789
Stoughton High School	344-7001	344-3914	341-6041
Adult Evening School	341-8701		344-3789
Dr. Robert G. O'Donnell Middle School	344-7002	344-4065	297-5263
Edwin A. Jones School	344-7003	344-4116	344-2782
South School	344-7004	344-5514	344-2876
Richard L. Wilkins School	344-7005	344-2558	344-2973
Helen H. Hansen School	344-7006	341-8446	344-4927
Joseph R. Dawe, Jr. School	344-7007	344-6657	344-8271
Joseph H. Gibbons School	344-7008	341-3915	344-2653
Central Office	344-4000		344-3789

SCHOOL COMMITTEE MEMBERS

Katherine Weiss, **Chair**

Fabienne Francois-Morisset, **Vice Chair**

Lindsey Kreckler, Member

Armando Barbosa, Member

Christine Shannon, Member

STOUGHTON PUBLIC SCHOOLS WEBSITE

<http://www.stoughtonschools.org>

PROCEDURES

ARRIVAL AND DISMISSAL TIMES

Classes begin at 8:30 a.m. No students should arrive earlier than 8:00 a.m., when supervision begins. Please be aware that additional staff members are not on duty until 8:15 a.m. Students arriving after 8:30 a.m. will be considered tardy. After 8:30, parents need to accompany their children to the office to have them signed in.

Regular dismissal time is 2:45 p.m. Any changes in your child's dismissal procedure must be in writing. Emergency dismissal may occur due to unforeseen circumstances. Information on emergency dismissal must be up to date and on file in the office. Verbal permission will be acceptable only under these circumstances.

According to state law students arriving at school after 11:30 or leaving school before 11:30 are considered absent for the day.

Dismissal During School Hours

It is in the best interest of your child's education to schedule your child's doctor, dental and other appointments after school hours. If this is not possible, please send your child with a note to their teacher indicating who will be coming for dismissal and at what time. This note will be forwarded to the office. For your child's safety, if someone other than a known parent or guardian will be coming to pick up your child, we will require identification.

BICYCLE SAFETY and YOUTH HELMET LAW

According to the Massachusetts Youth Helmet Law MGL, Ch. 85, Sec. 11B, Any person 16 years of age or younger must wear a properly fastened bicycle helmet when riding as the driver or passenger of a bicycle, a skateboard, in-line skates or a scooter.

This law applies to riding on streets, bike paths, sidewalks and in parks, parking lots or other public ways. The helmet must fit the person's head and be secured by straps at all times.

Students must have a means of securing their bicycle safely during school hours. The school accepts no responsibility for bicycles that are stolen or damaged when left unattended on school grounds.

BIRTHDAYS

Different schools and different teachers within them celebrate birthdays in their own individual ways. Please refer to the SPS Wellness Policy for approved practices for celebrating birthdays. *Please do not send birthday party invitations to school unless ALL of the children in the class are invited.* We also discourage birthday party conversations at school so that children do not feel left out.

BUILDING SECURITY

All school building exits will be locked during school hours. The main entrance to each school has a monitoring system. All visitors must report immediately to the school office upon entering a school building and wear a Visitor's Pass while in the building.

CLOTHING/DRESSCODE/APPEARANCE

All students from Kindergarten through Grade 5 have art and physical education classes once a week. To protect their clothing, children should bring in an old smock or shirt that can be left in school for art classes or arts and crafts projects done in their classroom. All students are required to wear sneakers for their physical education classes.

Children often benefit from having an extra sweater or sweatshirt in their backpack for changes in temperature both inside the building and at recess time.

A label with your child's name should be clearly marked on any outer wear such as jackets, coats, sweaters, hats, boots, and mittens. Please also label your child's lunch box.

We realize that style of dress is a matter of personal taste. However, we do expect that students will dress in a neat, clean, safe, and modest manner. Concern for personal appearance is an indication of self-respect and of courtesy toward others.

Clothing or jewelry that displays obscene or profane language, offensive images, and/or drugs or alcohol products is not acceptable in school. Clothing such as halter tops, half shirts, tube tops, low cut shirts, spaghetti straps and shorts (no shorter than mid-thigh) are not allowed. In the interest of being able to easily identify students and maintain a safe environment, items that get in the way of being able to immediately identify students may not be worn in the building during the school day including hats, sunglasses, or other head coverings (except for religious or medical purposes).

For safety purposes, children should not wear shoes without backs or open toe sandals, as these may cause children to slip and fall during recess and on stairwells. Footwear that would scratch, discolor or mar any floor in the school is not acceptable. *Sneakers are highly recommended.*

If any items of clothing/footwear are deemed to be inappropriate or offensive, the principal may ask the student to change their clothing and/or call home to obtain more suitable attire.

The full School Committee policy JICA - STUDENT DRESS CODE, can be found here:

<https://z2policy.ctspublish.com/masc/browse/stoughtonset/stoughton/JICA>

CONFERENCES AND SCHOOL VISITS

By working together, parents, guardians and school staff can help to promote children's academic, social and emotional growth. Teachers and principals welcome conferences with parents and guardians throughout the school year. Arrangements for such conferences may be made by contacting the teacher and/or principal to schedule a mutually convenient and agreeable time.

Parent-Teacher Conferences for this year will be held on Early Release Thursdays on December 7, 2023 and March 7, 2024.

DEVICES IN SCHOOLS

We understand that students have cell phones for before and after school use. All cell phones must remain inside lockers and/or backpacks and turned off during the entire school day. This includes smart watches and other items that function as cell phones. All classrooms and offices are equipped with telephones. Students and parents should use the school telephones should it be necessary to communicate during the school day. Students may only use school-issued and/or school-approved technology (computers, lap-tops, tablets) at school. Students are not allowed to bring their own devices to school without prior approval from administration. Students may bring their own ear buds/headphones to school for classroom use on approved, school issued technology and with permission of the teacher. Students may not use personal ear buds/headphones for personal use at any time during the school day.

Toys and electronic devices (games, iPods, tablets, music players, etc.) are a hindrance to students' attention and safety during the school day, and possession of these items by students is prohibited in school. The school will not be responsible for loss or damage to items brought into school.

ADDITIONAL ITEMS NOT ALLOWED IN SCHOOL

Students are not allowed to bring electronic gaming devices to school.

Students may not bring skateboards, rollerblades, scooters, or any motorized vehicles to school. They are prohibited on school property.

Trading cards are not allowed in school. Cameras are not allowed in school without the permission of the teacher or the principal.

Principals reserve the right to disallow other items coming to school as they may become a distraction to the learning environment.

ENGLISH LANGUAGE PARENT ADVISORY COUNCIL (ELPAC)

A school district serving 100 or more ELs (English Learners) or in which ELs comprise at least five percent of the district's student population, is required under The Look Act of 2017 to establish an ELPAC: English Learner Parent Advisory Council. ELPACs are intended by law to advise school districts and schools regarding matters that impact

ELs, such as providing advice on English Learner education programs, meeting regularly with school officials about educational opportunities for ELs, and providing input on school or district improvement plans as they relate to ELs.

EMERGENCY FORMS

Emergency Forms, completed yearly by parents and kept on file in the Principal's Office, supply information in emergency situations when parents cannot be reached. Adults designated by parents will be contacted; if these persons are unable to supply information that will put school officials in touch with the parents, then the emergency form will be accepted as parental permission for treatment in medical emergencies. Notations concerning a child's allergies should be specifically mentioned on this form.

Telephone numbers and email addresses on the emergency form must be kept updated. In addition to your home, work, and cell phone numbers and email address, please list at least two other names and numbers of people who may be contacted in case we cannot reach you and who live or work in close proximity to the school. We also need to know the telephone numbers related to change of employment.

FOOD

Students are encouraged to bring a healthy and nutritious snack and lunch. Soda, gum, candy and glass containers are not permitted.

GIFTS TO SCHOOL PERSONNEL

Students and their parents are discouraged from the presentation of gifts to school employees on holidays and at the end of the school year.

The State Ethics Commission has provided new amendments to the regulations on gift-giving and acceptance. Public employees cannot accept gifts that are \$50.00 or more, during the course of the whole year. Disclosure of the gift may be required if the appearance of a conflict of interest exists. Although teachers and staff appreciate your generosity, they are bound to the state regulations. Teachers and staff are allowed to accept a gift with an aggregated value of up to a maximum of \$150 per year from current students/parents as long as the gift is identified only as being from the class and the identity of givers and the amounts given are not identified to the recipient. A teacher may accept a gift to the classroom that is to be used for the class and which will become the property of the school district.

The most appreciated gifts are those which the children make themselves or the writing of letters which express your gratitude or appreciation.

HOMEWORK GUIDELINES

Effective homework is purposeful and supports or extends learning. It may be categorized in one or more of the following ways: 1) Preparation ensures that all students have the same entry point for new learning; 2) Practice supports new learning and provides students opportunities to gain confidence with skills and concepts taught in class; 3) Checking for Understanding allows students to showcase their knowledge and informs next steps for instruction; Study Skills and Independence help students to learn responsibility and time management. As students develop their ability to persevere at a developmentally appropriate level of independence, some intellectual struggle is to be expected 4) Extension and Enrichment allow students an avenue for engaging in problem-solving and higher-level thinking skills and give students the opportunity to transfer skills and concepts to new situations, such as investigating real-world problems.

Students should: 1) Attempt all assigned homework with an honest effort for completion and submit on time; 2) Take accountability for work missed when absent from class; 3) Be sure to understand the assignment prior to leaving class/school in order to meet the homework completion date; 4) Ask for help if needed or if required by the assignment; 5) Use available resources appropriately including teachers, peers, families, and other materials; 6) Strive to find a balance between daily life and homework responsibilities; 7) Communicate with the teacher directly or through email if there is an issue regarding the completion of homework, including if homework is taking longer than expected as outlined below.

We encourage families to: 1) Help develop effective routines as well as budgeting time for homework, studying, and long-term projects in order for students to meet homework completion dates; 2) Ensure the assignment is worked on independently by the student, helping only if needed or if required by the assignment; 3) Encourage and/or help students to advocate for themselves when there are questions or to make up homework; 4) Ensure a balance of activities including time for homework.

While homework is not required, some assignments and some students may require more or less than the amount of time indicated below. Study time for assessments or long-term project work will be balanced with daily work.

1-2	Reading: 15 minutes Math practice: 10 minutes
3-4	Reading: 20 minutes Math practice: 10 minutes
5	Reading: 20 minutes Math practice: 10 minutes

The full School Committee policy IKB - Homework, can be found here:

<https://z2policy.ctspublish.com/masc/browse/stoughtonset/stoughton/IKB>

LEGAL DOCUMENTATION

Copies of ALL legal documents related to the child (e.g. custody, restraining orders) must be filed in the office at the registration of the child and again when any changes are made.

LOST AND FOUND

A collection site is maintained in each school. Please remember to check here for missing items. If clothing and lunch boxes are labeled, your child is more apt to arrive home with their own.

Items lost on the school bus remain on the bus to be claimed on the next trip. Eyeglasses and musical instruments are the exceptions. These are taken immediately to the "Lost and Found" at the bus company.

MONEY

Money may be collected for various reasons by school personnel. All money should be put in an envelope and sealed. The child's name, room number, amount, and the purpose for which the money is being sent should be clearly written on the envelope. Money should be sent promptly. Correct change is much appreciated.

Only cash or bank checks (not personal checks) can be used for payment of bus transportation, lost books, preschool tuition, lunch and milk money and summer school. Electronic payments can be made for lunch using www.schoolcafe.com.

NO SCHOOL PROCEDURES/DELAYED OPENING

No School Procedures/Delayed Opening if school will be canceled, or the start time delayed, a phone call will be made by our automated emergency phone notification system. Announcements will also be posted on the district-wide website. Stoughtonschools.org. Announcements will also be made on WBZ radio and Channels 4, 5, 7, 25 on television.

Please do NOT call the police station about possible school closings as this will tie up emergency lines.

Please do NOT call the school, as this also will tie up the phone lines. In some cases, there may be a delayed start in the opening of school in order to clean the roads/sidewalks of snow.

Please do not send your child(ren) in earlier than the delayed opening as there is no staff to supervise the children.

NOTES FOR TARDINESS, ABSENCE AND DISMISSAL

When is a note needed from a doctor?

1. If a child has been absent due to illness for five or more consecutive days, a doctor's note is required.
2. If a child has an appointment during the school day.

When is a note needed from a parent or guardian?

1. to indicate a child is going home other than their usual way
2. for dismissal during school day
3. if someone other than a parent/guardian is picking up a child
4. for any activity after school
5. for being tardy (or parent accompanies child to office)

PLEASE SIGN AND DATE ALL NOTES.

NOTICES

Notices will be distributed via email whenever possible, or unless indicated by a parent that a hard copy is needed. Notices are also available on each school web site in the electronic Backpack. Please find time to read each one. This is our means of communicating with you regarding all school business.

PETS

Students are not allowed to bring animals to school.

For Service Animals, please see School Committee Policy IMGA- SERVICE ANIMALS at:

<https://z2policy.ctspublish.com/masc/browse/stoughtonset/stoughton/IMGA>

REPORT CARDS

Several years ago, as part of a sweeping Education Reform Act in Massachusetts, Curriculum Frameworks in English/Language Arts, Mathematics, Science and Engineering/Technology, History/Social Science, Fine Arts, Health/Physical Education, and Foreign Language were created to set Learning Standards for what students should know and be able to do at each grade level.

Report cards will be issued three times a year. They will include many specific items related to the knowledge and skills your child should attain by the end of the school year. Our marking system is standards-based. This means that the students will be assessed as to the progress they are making in achieving standards based on grade level expectations and state/federal guidelines for what is developmentally appropriate. As always, if parents/guardians have any questions regarding the content or categories of report cards, they are encouraged to contact the classroom teacher.

The grading scale K – 5, indicates the following:

- E. Exceeding The student independently demonstrates an understanding beyond the taught grade level concepts. Students apply skills with consistency and a high level of quality. Meeting the grade level standard. Producing quality work.
- M. Meeting The student consistently demonstrates an understanding of taught grade level concepts. Students apply skills with accuracy and quality. Beginning to develop the standard. Not yet able to produce required grade level work.
- P. Progressing The student is progressing towards an understanding of taught grade level concepts. Student is able to apply skills with strategies and support.
- B. Beginning The student is beginning to develop an understanding of taught grade level concepts. Student has difficulty applying skills with reteaching and reinforcement.

An information guide regarding the standards-based report card, rubrics and a copy of the report card is available online at stoughtonschools.org or a hard copy can be requested so that you can see how your child is progressing toward achieving the standards. Please keep in touch with your child's teacher to find out how you can be helping at home as well.

SCHOOL SAFETY PROCEDURES

Emergency Safety Procedures

The elementary schools have developed a set of procedures/protocols to be followed in the event of one of a variety of emergency situations. Those "events" are 1) Shelter in Place 2) Lockdown, 3) Safe Zone within Building, 4) Emergency Re-Entry into the building, 5) Evacuation/Fire, 6) Bus Evacuation. These procedures are practiced periodically, sometimes with the assistance of the Stoughton Fire Department. During a Shelter in Place drill or Lockdown drill, no one will be allowed to enter or exit the building. As always, the children's emotional safety is equally important to their physical well-being, therefore, all attempts are made to handle drills and actual situations in a developmentally appropriate, supportive fashion. A copy of the protocols is kept in each office and reviewed periodically by school personnel.

Dangerous Items and Weapons

Potentially dangerous or hazardous items, which could threaten the safety of children and/or adults, are prohibited in school, on school grounds, and on school buses. These items include, but are not limited to, guns, knives, razor blades, slingshots, baseball bats, laser pointers, or any toy weapons that might appear to be real. Students who bring such items to school may face disciplinary action.

The Stoughton Public School System is a chemical-free and weapons-free district. The guidelines for student behavior and the discipline code adopted for each building are designed to protect students from the irresponsible behavior of others. Most importantly, all students are directly accountable for the consequences of their behaviors.

To ensure the safety and security of all students into the schools, the Stoughton Public School System reserves the right to conduct warrantless searches of students, their possessions, and school lockers, providing that there is a reasonable basis for the search. Therefore, students should have no expectations of privacy in these areas. The School Committee also authorizes unannounced searches using drug-sniffing dogs in any one of the school buildings to make certain that illegal drugs are not being brought onto school grounds and into the schools.

Fire Alarms, Bomb Threats, and other Threats of Violence

Pulling a fire alarm, calling in a bomb threat or making threats of violence endangers the safety of students and staff. They are very serious offenses and may be grounds for suspension and possible expulsion.

SCHOOL INSURANCE

Forms for purchasing insurance are available online at BolligerSchools.com. These forms can also be found on the Stoughton Public Schools website. If you are interested, fill out the forms and submit them directly online.

STOUGHTON SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SSEPAC)

The Stoughton Special Education Parent Advisory Council (S-SEPAC) is a group mandated by Chapter 766 and established by the district to represent and support the needs and interests of parents and children with disabilities. The S-SEPAC advises the school committee and school administration on issues related to students with disabilities, educates families and community members about the needs of students with disabilities, and provides information and support to parents of children with disabilities. Anyone, whether or not you are a parent of a child with disabilities, is invited to any of the meetings. The monthly meeting dates and agendas are posted on the school websites.

TOBACCO FREE ZONES

All Stoughton Public School buildings and grounds are *tobacco-free zones*. This includes, but is not limited to the prohibition of cigarettes, cigars, chewing tobacco, smokeless cigarettes and vaping.

VOLUNTEERS/CORI/FINGERPRINTING

Parent volunteerism is a critical component of the education of Stoughton's children. There are many opportunities throughout the year for parents to volunteer in our schools. If you are interested in volunteering at your child's school, please fill out and return the volunteer request form that is sent home to every family in the fall. Your service as a volunteer is deeply appreciated. Students in the Stoughton Public Schools have the right to expect that all

volunteers will keep information about the students confidential. As such you will be required to sign a Student Privacy Statement and Volunteer Confidentiality Agreement when you become a volunteer.

Along with the volunteer form, we will be sending a CORI (Criminal Offender Record Information). Please be aware that the Massachusetts State Law requires every volunteer to fill out a CORI before he or she can participate in our volunteer programs, classroom activities or field trips. A CORI must be completed every year. You are encouraged to fill one out in September so that you are covered for the year.

The following is information with regards to the finger-printing policy for the Stoughton Public Schools.

Parents who help out at the school and do not have direct, unmonitored contact with children will not be required to undergo fingerprinting but you must have a current CORI on file.

In addition to a current CORI form, volunteers for daytime and overnight field trips will be required to undergo fingerprinting since they may have the opportunity for direct and unmonitored contact with children.

MorphoTrust USA has been contracted by the State to conduct fingerprinting. Registration for a fingerprinting appointment may be made online by visiting: <http://www.identogo.com/FP/Massachusetts> and select Online Scheduling. Appointments may also be made over the phone at (866) 349-8130. You will need to provide Stoughton Public Schools DESE Organization Code: 02850000. There is a fee of \$35.00 associated with this process.

Fingerprints will not be taken without acceptable identification presented at your fingerprinting appointment. All documents must be verifiable and unexpired with an identifiable photo, the applicant's name and date of birth. The following are considered acceptable forms.

- Driver's license from any U.S. state or territory
- Valid State Identification Card from any U.S. state or territory
- U.S. Passport or U.S. Passport Card

Once fingerprinting has been completed, individuals will be provided with a fingerprinting receipt which can be brought to the school so a copy can be submitted to the Superintendent's office which will confirm your fingerprints have been captured.

SCHOOL BEHAVIOR EXPECTATIONS

We believe in encouraging consistent behavior by rewarding positive student behaviors. In this way, we hope to help children develop good decision-making skills and become a credit to their families, school, and community.

To this end, the faculty and staff of the Stoughton Elementary Schools pledge themselves to make every opportunity available for students to be successful each day and to develop behaviors that are good for themselves and others.

To continue fostering the good manners parents teach their children at home, we encourage students to respond politely to their classmates and to staff members with words like "please, thank you, and excuse me." We also expect them to apologize when they have done something to upset or hurt someone else.

We expect children to use the following behaviors as part of their daily routine at school:

1. Greet others in a friendly way.
2. Talk softly.
3. Walk quietly everywhere in the building.
4. Save running for gym or recess activities.
5. Listen and follow directions.
6. Raise your hand to speak.
7. Speak one at a time. Do not interrupt when someone else is speaking.
8. Do not borrow unless you have asked permission.
9. Treat all people and property with respect.
10. Take pride in how your school looks. Help to keep classrooms, bathrooms and the cafeteria clean.
11. Use bathrooms with respect for other people's privacy.
12. Use all school equipment with care.

CAFETERIA BEHAVIOR

1. Reasonable behavior is expected at all times.
2. Students are expected to be polite and use appropriate table manners.
3. Students are to use a normal tone of conversation.
4. Cafeteria supervisors and student volunteers are to be shown respect and listened to carefully.
5. Students are to stay seated unless permission is given to move about the room.
6. Students are expected to clean up after themselves.

PLAYGROUND BEHAVIOR

We realize that time on the playground allows children an opportunity to release their energy. Recess is supervised by staff members who monitor the safe use of equipment and are there to help anyone who is injured.

Safety is the key word at recess.

Students are expected to follow all school rules at recess and to pay special attention to these behaviors to maintain safety on the playground:

1. Students should know the boundaries of the play area and should not go beyond them.
2. Students should "play fair" and share the playground facilities and equipment.
3. Students are not allowed to handle or throw dangerous objects such as rocks, sticks and snowballs.
4. Students should immediately report any injuries to the recess supervisors.
5. Students should line up promptly when the bell rings to end recess or when it is announced.

GRAFFITI AND DEFACEMENT OF SCHOOL PROPERTY

Any student who defaces school property will be subject to disciplinary action. "Graffiti" means any inscription, word, figure, design, painting, writing, drawing or carving that is marked, etched, scratched, drawn, painted, or otherwise applied to school property. Offensive graffiti may constitute a violation of federal Civil Rights law. Examples of offensive graffiti include, but are not limited to, all derogatory words or symbols associated with any ethnic, racial, religious or socially recognized group. All instances of graffiti will be reported to the building administration. The degree of discipline for defacement of school property/graffiti will be based upon the seriousness of the incident.

(refer to the discipline section of the student handbook). In addition, any graffiti of an offensive nature will be reported to the Stoughton Police Department and possible police action may be taken against the individual(s) involved in the incident.

FOR MORE INFORMATION REGARDING STUDENT CONDUCT PLEASE REFER TO THE CODE OF STUDENT CONDUCT FOUND IN THE STOUGHTON HIGH SCHOOL HANDBOOK.

SCHOOL SERVICES/PROGRAMS

BUILDING BASED SUPPORT TEAM

When a question arises about a student's success in school, teachers may request that the student is discussed by a team of teachers whose job it is to help the teacher provide the best environment for that child. Building Based Support Teams are an integral part of supporting all students, regardless of specific disabilities or services by bringing professionals together to brainstorm, offer suggestions and initiate accommodations to the curriculum or classroom environment. Parents/guardians will be informed when their child is brought up to a BBST meeting.

DISTRICT CURRICULUM ACCOMMODATION PLAN

To further meet the needs of all students, school districts across Massachusetts including Stoughton, have developed a plan to help ALL students succeed in school. For more information on this plan, please contact your building principal or assistant superintendent.

EARLY CHILDHOOD PROGRAMS

The Stoughton Public Schools offer a variety of services for the children of Stoughton who are 3, 4 and 5 years old.

Preschool: Integrated preschool classes for 3 and 4 year old children are located at the Jones School. Enrollment in an integrated class includes special needs children and peer models. Children with special needs are enrolled in the classes based on an evaluation and the recommendation of the Team that determines eligibility of a child for these classes. Peer models are selected for classes through a screening process and a lottery system.

Screenings: If a parent suspects their child may have a delay in cognitive, speech/language skills, and/or motor skills, he/she should contact the preschool office to obtain more information on a screening. Screenings are available annually for children 2.9 to 4 years old. Kindergarten children are also screened annually in the areas of readiness, speech/language, motor development and play skills. Parents are always notified about their child's screening results.

GENERAL CURRICULUM

The general curriculum of the Stoughton Elementary Schools follows the Massachusetts Curriculum Frameworks. English Language Arts, Mathematics, Science Technology and Engineering, and History and Social Science are all taught in ways intended to provide the maximum learning experiences for children. Curriculum guidelines and frameworks are available from your school's principal.

SCHOOL COUNSELING

The elementary school counselors work with parents, pupils, and teachers to develop open lines of communication. The purpose of counseling is to clarify personal, social, and academic issues.

Counseling may take place in a one-to-one, small group, or classroom setting. The nature of the information discussed is held in strict confidence. The opportunity to participate in counseling may be initiated by a parent, teacher, or pupil. All pupil participation in ongoing guidance programs must be approved by the child's parent(s). However, the counseling staff may be brought in at any time, to help resolve conflicts or help maintain a positive climate in the school.

HOMELESS: Information for Families and Students

The Stoughton Public Schools, under the provisions of the McKinney-Vento Homeless Assistance Act, provide safeguards for all homeless children. Children and youths who "lack a *fixed, regular and adequate nighttime residence*" are considered homeless for educational purposes.

Additional assistance is available from the Stoughton Public Schools Deputy Superintendent, who acts as the District's Homeless Liaison, at (781) 344 – 4000 x 51229.

The full School Committee policy JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES, can be found in the policies section at the end and here: <https://z2policy.ctspublish.com/masc/browse/stoughtonset/stoughton/JFABD>

HEALTH INFORMATION

In accordance with the Massachusetts General Law 603 CMR 23.06 (3), all students' health records will be destroyed within five years of the date a student withdraws from the Stoughton Public School System. The only exception is that the health record of any student who received an immunization in the Stoughton School System will be kept for at least ten years following the end of the calendar year in which the vaccination was administered.

Height and Weight Measurements

In accordance with Massachusetts General Laws and Regulations Pertaining to Growth Screening 105 CMR 200.000, the weight and height shall be measured for each student in grades 1 and 4, and that the student's Body Mass Index (BMI) score and corresponding percentile are calculated. The student's height, weight, BMI score and corresponding percentile shall be recorded and maintained in the student's school health record. Every effort shall be made to protect the privacy of the student during the screening. Trained school personnel or other personnel with access to the student's health information or records shall not disclose the height, weight or BMI calculations of an individual student, either verbally or in written form, to anyone other than the parent and/or legal guardian without written permission of the parent and/or legal guardian.

Immunizations

Records are continually inspected so that all children will be immunized according to the requirements and standards set up by the Massachusetts Department of Public Health. Your school nurse will notify you if your child is due for immunizations. To avoid possible exclusion from school, please follow up with the school nurse as soon as possible if receiving a notice. In addition, children entering kindergarten are required to have proof of a lead screening test and ask that documentation of the TB risk assessment be provided.

Inspection of Hair for Signs of Head Lice

Children are not routinely screened for head lice in school. If you discover that your child has head lice, please notify the school nurse as soon as possible.

In accordance with the recommendations of the American Academy of Pediatrics and the National Association of School Nurses, the Stoughton Public School System adopts the following policy for the management of Pediculosis (Head Lice).

It is the position of the Stoughton Public School System that the management of pediculosis should not disrupt the educational process. Children found with live head lice or children with nits who have had no recent treatment will be dismissed to parents/guardians for treatment. Because no disease process is associated with head lice, students will not be excluded from school after the appropriate lice treatment. Upon the student's return, the school nurse will determine the evidence of treatment and the child may be readmitted even if some nits remain. Further monitoring for signs of re-infestation by the school nurse is appropriate.

Medications

When medicine must be given in school, please contact your school nurse to be advised of the proper procedure and to obtain required medication forms. Medication of any kind, prescription or over-the-counter, cannot be brought to school by a child. Medicine should be delivered to school in a pharmacy or manufacturer-labeled container by a parent or a responsible adult. *Medicines will not be given unless they are in their properly labeled container.*

Over-the-counter medicine may be given in school with a signed Administration Parent Consent form at the discretion of the school nurse. Prescription medication requires the following: 1) signed Medication Order from a physician, 2) signed Administration Parent Consent form, 3) no more than a thirty-day supply of medicine delivered to the school nurse.

Physical Examinations

In accordance with Massachusetts General Law 105 CMR 200.000, physical examinations are to be done within one year prior to entrance to school or within 30 days after school entry and at intervals of either three or four years thereafter. The physical exam needs to be performed by the student's own health care provider who shall record the results of the physical examination on health record forms approved by the Department of Public Health and provide a copy of this record containing the results of the examination and any recommendations to the school. To comply with this regulation, all entering kindergarten students and grade 4 students need to provide a copy of a physical exam form to the school nurse. A student transferring from another school system shall be examined as an entering

student and their health record from the student's previous school may be used to determine compliance with this requirement.

Mandated Screenings

Parents and legal guardians can choose to not have a child participate in any of the mandated screenings. A signed note must be sent to the school nurse identifying which screening the parent would like the child exempt from.

Scoliosis Screening

Massachusetts General Laws Chapter 71, Section 57, requires that all children grades 5 through 9 have postural screening annually. Notices will be sent to parents before screening begins with information regarding the entire screening procedure.

TB Risk Assessment

Any student entering the Stoughton Public Schools from a country deemed to have a high prevalence of tuberculosis (determination made by the Massachusetts Department of Public Health) needs to have a TB risk assessment completed, which may include a test for tuberculosis before entering the school system.

Vision/Hearing Screening

All students in Grades 1 – 5 are screened for vision annually and students in Kindergarten through Grade 3 are screened annually for hearing. All students entering kindergarten are required to show certification of a preschool vision screening examination by their health care provider. This examination should include screening for stereopsis. The parents of any child who fails the hearing and/or vision examinations will be notified. If you have any questions or concerns regarding your child's hearing or vision, please contact your school nurse.

Additional Health Information

For your child's welfare and for the protection of others, we would like to ask your cooperation in keeping your child home from school if he/she exhibits any of the following symptoms:

- Fever within the last 24 hours
- Sore throat with swollen glands
- Other contagious symptoms such as vomiting; diarrhea; frequent productive cough; thick, nasal discharge; red, draining eyes
- Undiagnosed rash or skin eruptions

If your child is ill and will not be attending school, please contact the school nurse. If there are any changes to your child's health history, please contact the school nurse ASAP.

If your child is not covered by health insurance, please speak with your school nurse. She can provide you with information about the Children's Medical Security Plan, a health insurance plan for children under the age of 18.

Health Education

Health education seeks to protect, promote and improve the health status of students.

LUNCH/BREAKFAST PROGRAM

The Stoughton Elementary Schools offer a lunch and breakfast program to all students each day. Lunches vary from a main menu choice to bagel, pretzel, salads and cereals and include milk. Menus are sent home monthly.

Questions about the breakfast or lunch program can be directed to Guy Koppe, Director of Food Services at 781-314-2930.

SERVICES UNDER SECTION 504

Section 504 is an Act prohibiting discrimination against anyone with a handicap in any program receiving federal financial assistance. The act defines a person with a handicap as anyone who

1. has a mental or physical impairment which substantially limits one or more major life activities, including activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working;
2. has a record of such an impairment or;
3. is regarded as having such an impairment.

In order to fulfill its obligations under Section 504, the Stoughton Public Schools recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted within any of the programs and practices of the school system.

The Stoughton Public School System has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and, if the child is determined to be eligible, to afford access to educational services. If the parent or guardian disagrees with the determination made by the professional staff of the Stoughton Public Schools, she or he has a right to a hearing with an impartial hearing officer. If you have any questions about Section 504, please feel free to call your building principal.

SERVICES AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Some students with disabilities require specialized instruction and/or supportive services to help them make effective progress in school. These services can include, but are not limited to, speech therapy, physical therapy, occupational therapy, specialized instruction, or placement in a special classroom. Parents or teachers may refer students they are concerned about to the Special Education Department. Within five (5) school days of such a referral, a consent form authorizing an evaluation of the student will be forwarded to the parent(s). Upon receipt of the parent(s)' consent, an evaluation will be conducted and a TEAM meeting will be held to determine if the student is eligible for special education services. If the student is found eligible for special education services, the Team will develop an Individualized Education Program (IEP) identifying the necessary services.

In some cases, the evaluation Team determines that a student with a disability may require only individual accommodations as opposed to specialized instruction and /or related services. Such students are then referred for an evaluation of their eligibility for an individual accommodation plan in accordance with Section 504 of the Rehabilitation Act.

For more information regarding the services available to students with disabilities please contact the school guidance counselor, school principal, or the Stoughton Public Schools' Administrator of Special Education at 781-344-4000.

SPECIAL SERVICES

The Stoughton Public Schools provide complete evaluation services - a diagnostic assessment of the student's educational needs. When a student referral is received, parents are immediately notified concerning the need for a full or intermediate evaluation. They are also provided with a description of both processes and a delineation of their rights with a consent form with which to indicate their permission for an evaluation. The student is then evaluated by a team of specialists from the Stoughton Public Schools. Following this evaluation, the team meets with the student's parents to present its findings, to determine what auxiliary services are needed, and to develop an Individualized Education Plan (IEP). If necessary, specialists from approved facilities are contacted to provide additional specialized diagnostic services. When the plan is approved by the parents, it is immediately implemented.

SPECIAL SUBJECTS

Within each of our elementary schools, students participate in five specialty areas. They have a forty-two minute class each week in learning commons, music, art, physical education and technology. In each area, specific skills are taught in coordination with grade level themes and state standards.

Art Education

Art is a natural and necessary part of our daily lives. Art expression promotes the development of the individual. At all levels, opportunities are provided to appreciate many techniques and to experience a variety of media. In the

kindergarten, the manipulation and the use of art materials are a major factor in developing readiness skills. Students in grades K-5 receive art instruction weekly with a specialist.

Computer/Technology Education

The pace and growth of our computer education program is dramatically visible in the accomplishments of our young students. The children benefit from regularly scheduled instructional periods each week as they gain a broad array of skills: keyboarding, word processing, composition, programming, exploring databases, and responsible use of the Internet. Computer learning is also integrated into all areas of the curriculum.

Learning Commons

The Learning Commons program mixes traditional literacy and library skills with contemporary STEM and design concepts. Elementary students enjoy instruction that encourages both curation, creation, and collaboration through reading and unique “maker” activities.

The literate elementary school student reads widely beyond the basic reading required in classroom subjects. Paper and digital magazines, newspapers, and library books are all critical parts of the reading menu for a child.

Each elementary school has a learning commons library that contains a large, varied collection of books, periodicals and Makerspace materials. A staff of five library assistants coordinates library services in the five elementary schools.

Students have the opportunity to make use of the library when they meet the library staff on a weekly basis with their class. The library program also offers students time for research or to work on projects.

Music Education

The Music Program at the elementary level is divided into two categories, instrumental and vocal. The scope of the instruction extends from classroom to small groups of instrumental lessons and to various performing groups.

Every child is encouraged to participate and to develop his or her musical skill through the multi-faceted program. All areas of instrumental class instruction are provided at no charge through grade five. Woodwinds, brass, and percussion classes begin at the fourth grade level. Students in grades 4 and 5 who are participating in band either rent or purchase their instruments. Recorders are purchased by students in grade 3 at a nominal cost.

Physical Education

Physical Education classes in Stoughton Elementary Schools are an integral part of the child's educational experience. Skills, knowledge and attitudes are developed in many areas. The atmosphere in the gym is much like any other class and requires the same type of attention, concentration, cooperation, and 100 percent effort that is expected in other subjects.

Since students do not change clothes for the movement lessons, it is important that on their gym days, they come to school dressed to move. It is important that your child wear comfortable clothes that permit freedom of movement on all playing surfaces. Students must wear sneakers to participate.

REGISTRATION

Children must be five (5) years of age on or before August 31 of the ensuing school year to be admitted to kindergarten.

Children should register at the Central Registration Office, located at 31 Pierce Street. There is an online registration packet that should be completed prior to finalizing registration at the District office. The link to the online registration packet is available on the home page of the District website as well as each individual school's website.

Grade One Admission

Only children who will be six (6) years of age on or before August 31 will be admitted to grade one on the opening of school in September.

The full School Committee policy JH - School Admissions, can be found here;
<https://z2policy.ctspublish.com/masc/browse/stoughtonset/stoughton/JF>

TESTING

Throughout the year, teachers use a variety of tests to assess student progress (STAR 360, NSGRA, etc.). All incoming kindergarten students participate in kindergarten screening. All elementary students in Grades 3, 4, and 5 participate in the Massachusetts Comprehensive Assessment System (MCAS) testing. Students in Grades 3, 4, and 5 take both English Language Arts and Mathematics tests. Students in Grade 5 will also be tested in Science, Technology and Engineering.

TRANSFERS

New students transferring into the Stoughton Public Schools will be required to submit a transfer card from a certified school for enrollment at the appropriate grade level, and a certificate of immunization, according to School Immunization Law, Chapter 76, Section 15, of the General Laws of Massachusetts.

Parents/guardians must also submit proof of residency including but not limited to rental/ownership agreements, utility bills, notarized affidavits from homeowners. (See Appendix D)

TRANSPORTATION

Elementary students who live two or more miles from the school are eligible for free bus transportation.

Kindergarten students will not be dropped off at a bus stop unless a parent is present or a responsible adult or older student who has been designated by that parent/guardian is present. If parents/guardians want to give permission for an adult and/or older student to be responsible for meeting their kindergarten student, they must submit the name(s) of that person(s) in writing to the school office. Copies of these permission slips will be provided to the bus company. Throughout the year, please remember to keep this information updated.

Students not entitled to transportation may apply to ride as a Pay & Ride Student. You can pay online at www.stoughtonschools.org by using a credit card, or pay with cash or a money order at your child's school office. Pay & Ride transportation service is limited to space availability.

To avoid confusion or overcrowding on the buses, students must use their assigned stop for pick-up and drop-off. Non-bus students are not allowed to ride the bus, and bus students are not allowed to ride a bus other than the one to which they have been assigned. Exceptions to these rules will only be made in emergency situations with the expressed permission of the principal or their designee, provided there is space available.

Please be patient with bus pick-up and drop-off times during inclement weather. Severe rain/snow or other traffic conditions may cause buses to arrive at stops later than their usual times.

Rules and Behavioral Expectations for Bus Students

These policies are intended for daily riders as well as students on field trips. Many people have responsibilities for safety when students ride buses:

The bus contractor maintains equipment, hires and trains drivers. The driver is in charge of the bus and students and may reprimand a child for any action that might cause harm to him or herself or others. Parents should assist school personnel in encouraging safe riding habits. Students will behave in a manner conducive to the safety of all passengers.

If questions arise, parents are encouraged to contact the school principal regarding school transportation policies.

Students riding the bus are expected to cooperate in the following ways:

1. Arrive at the bus stop at least 10 minutes before scheduled pick-up time. Please understand that times of bus arrival may vary depending upon traffic or weather conditions.
2. Wait on the sidewalk. If there is no sidewalk, then stand well off the road.
3. Wait until approaching bus stops and doors are opened before moving toward the bus.
4. When boarding or leaving the bus, cross the street in front of the bus at a distance of about ten feet and only cross the street with the signal of the bus driver.
5. Enter the bus in an orderly fashion.
6. Remain seated until the bus reaches its destination.
7. Board and leave the bus only at designated stops.
8. Ride assigned bus only.

9. Refrain from throwing snow while waiting for or disembarking from the bus.
10. Have written permission from home if a student is to be excused from riding their bus.
11. Maintain conduct and courtesy expected in any school situation.

Only the Principal or Superintendent or their designee may deny transportation as disciplinary action.

If a behavioral problem on the school bus is reported to the Principal, the student will be spoken to, there may be a loss of privileges (e.g. recess), and the parent or guardian may be contacted. Bus privileges may be suspended immediately if the first offense is of a serious nature.

If a student persists in inappropriate behavior on the school bus, which is excessively rude or disrespectful or which endangers their own or other's safety, the student's parent or guardian will be contacted and their bus privileges may be suspended.

Bus Evacuation Situations

There are situations that require evacuation of a bus. These include:

- Fire or danger of fire
- Fuel spill or smell of fuel
- Unsafe position due to accident/mechanical failure
- Possibility of bus rollover
- Bus is likely to be struck by other vehicles

Evacuation of a bus may be accomplished by:

- Front (main) door evacuation
- Rear door evacuation
- Front and rear evacuation

There are several important facts to remember when evacuating the bus:

- Getting everyone off the bus in the shortest time possible is the most important part of evacuation.
- Once off the bus, move at least 100 feet from the bus to a safe location.
- Do not take books, backpacks, instruments or other belongings, except for identification.
- When exiting through the rear door, do not jump! "Sit and slide" off the bus.
- The first two students out through the exits (front and rear) should station themselves to assist the remaining students off the bus.
- Bus evacuation drills will be performed annually with all students participating.
- During any evacuation, everyone must pay attention to the driver or whoever is in charge. Everyone must follow instructions and cooperate in order to complete the evacuation quickly and safely.

SCHOOL COMMITTEE POLICIES AND LEGAL NOTICES

For policies, please go to the School Committee Policy section of the SPS website located at: <http://www.stoughtonschools.org> Below, please find select policies that are necessary to be included in this handbook.

ACCEPTABLE USE POLICY

SC Policy: IJNDA

The Stoughton Public School Computer Network (the "SPSNet") is established for the educational and professional use of students, faculty, and staff ("Users"). This technology and Acceptable Use Policy (the "Policy") is intended to govern users with respect to SPSNet and the Internet. In addition to this Policy, the Stoughton Public School District ("the District") regulates access to and use of the SPSNet by principles consistent with the educational mission of the district, and the rules and expectations published elsewhere (i.e., Student, Parent, or Faculty Handbook). Users are expected to conduct themselves on the SPSNet in an appropriate fashion. Users who violate this Policy will have their SPSNet privileges revoked and may be subject to further disciplinary action, including suspension or dismissal. The District may also report offenders to applicable law enforcement agencies.

The SPSNet provides access to the Internet. While the District has taken precautions to restrict access to controversial materials on the Internet, it is impossible to control what materials may be accessed. The District believes that accessing valuable information and interaction available on the Internet advances our educational goals. The smooth operation of the SPSNet relies upon the proper conduct of all Users.

SPSNet – Terms and Conditions (Acceptable Use and Illegal Actions)

Scope and Authority

The SPSNet includes all hardware, software, and network services used by the school community, including third party services that act as extensions of the District's internal network.

Privileges

The use of the SPSNet is a privilege, not a right. The use of an account must be consistent with educational objectives of the District. The Technology department in collaboration with the Superintendent's office deems what is inappropriate use and will refer any such conduct to the administration. The District, in its sole discretion, reserves the right to determine what conduct constitutes a violation of this Policy, and the discipline for any such violation. In addition, use of any other Internet connected resource must comply with the rules appropriate for that resource. Transmission of any material in violation of any U.S. or state law or regulation is prohibited. This includes, but is not limited to, material protected by copyright, threatening or obscene material, or material protected by trade practice. Use of the SPSNet for commercial activities, product advertisement, or political lobbying is prohibited. Use of the SPSNet and the Internet must be consistent with this Policy and all policies and practices of the District. Any violations of this Policy and such other policies and practices may result in the suspension or loss of an account, loss of Internet access, or other forms of disciplinary action.

No Expectation of Privacy

The District routinely monitors usage of SPSNet and may review any communications on its systems. The District is able to override all passwords. Users do not have a privacy right in the contents of their computer system, including messages sent, received, or stored on the email systems or in their use of the Internet. Passwords to these systems exist for the benefit of the District. Users should have no expectation that the ability to choose a password for a system in any way limits the ability or right of the District to monitor all activity.

Security

Security on any computer system is a high priority, especially when the system involves many Users. No User may have access to another's files on the SPSNet. The following guidelines will help maintain SPSNet security:

- Users may not allow others access to their account or share passwords.
- Users may not access any account other than their own.
- Inappropriate attempts to access a server as an administrator will result in immediate cancellation of User privileges and/or discipline.
- Any User identified as a security risk or having a history of problems with other computer systems will be denied access to the SPSNet.
- Any User that believes they have identified a security problem on the Internet must notify the Director of Technology immediately.

Inappropriate Access

Not all of the information freely available on the Internet is reliable or helpful. Users must evaluate the source of the information, as well as the information itself, to determine its appropriateness and usefulness.

The Internet may provide the means to communicate directly with others via "instant or private messaging" programs, video conferencing programs, and other means. There are many places and software technologies that will allow for the free exchange of

files between computers over the Internet, such as email. Not all of these methodologies are appropriate for an educational environment as outlined in this document.

Downloading or loading software on District computers is prohibited. There is an enormous quantity and variety of free software available on the Internet. However, widespread downloading of such software on the District's computers has a cumulative negative effect, and can result in the substantial degradation of performance, additional maintenance time, and increased threat of virus infestation.

Users may not use District computers to access any Internet site or sites that contain information that is inappropriate for educational purposes.

Prohibited Access

Users may not access:

- Offensive material – Content that is in poor taste or could be considered obscene; abusive or sexually explicit, racist, illegal, harassing or inflammatory language.
- Dangerous material – Content that provides direction in the construction of explosives or similar devices, the use of firearms, or instruction or practices that could injure the students themselves or others.
- Inappropriate contacts – Materials that can lead to contact with strangers who could potentially threaten the student's health or safety.

Additionally, anyone who inadvertently accesses an inappropriate site must immediately leave the site and report it to his/her instructor or supervisor.

If a student is uncertain as to whether or not a site's material might be considered inappropriate, the student should consult their teacher or a member of the administrative staff for clarification.

Google Apps for Education Acceptable Use

Google Apps for Education is for educational use. Users may use Google Apps for Education for personal use subject to the restrictions below. Additional rules and policies apply when using this resource outside of the District. Student accounts are limited to communication within the District (i.e. faculty, administrators, students, etc.).

Privacy

As the District technology staff and administrators have access to User email accounts for monitoring purposes. Users should have no expectation of privacy on the Google Apps for Education system.

Limited Personal Use

Users may use Google Apps for Education tools for personal projects but may not use them for:

- Unlawful activities.
- Inappropriate sexual or other offensive content.
- Threatening another person.
- Misrepresentation of the District or its staff, students, or School Committee members.

Access Restriction

Access to Google Apps for Education is considered a privilege afforded to students and staff, at the discretion of the District. Any User who is identified as a security risk may be denied access. The District maintains the right to immediately withdraw access and use of Google Apps for Education when there is reason to believe that violations of law or District policies have occurred. In such cases, the alleged violation will be referred to the principal or Director of Educational Technology for further investigation and account restoration, suspension, or termination. Due to the rapidly changing technology environment, the District reserves the right to determine that an action or conduct not listed in this Policy document is inappropriate, and to impose disciplinary action accordingly.

Hardware

The District computers are managed in order to allow for Users to use the systems only for educational purposes. Under no circumstances is a User to attempt to modify the existing hardware configuration of a District computer, either by opening the case or changing hardware settings. Users are responsible for reporting any damage discovered on District computers to the appropriate District employee immediately.

Under NO circumstances are Users allowed to connect their own personal computers, laptop or notebook computers or any other electronic device to any of the District's computers or to an internal network, without the expressed written consent of the Director of Educational Technology or his/her designee.

Plagiarism

Information obtained from the Internet as part of a research project must be attributed to its source, using a standard bibliography notation. Users may not violate a copyrighted source, or otherwise use another person's intellectual property without his or her prior approval or proper citation.

User Responsibility

Each User is responsible for all activity that occurs under his/her user account.

Users may not give out any personal information (e.g., address, phone number, user name, passwords, etc.) about themselves or about other people. Users may not use District computers for commercial purposes or political lobbying.

Summary of Prohibited Conduct

Following is a non-exclusive list of the things Users are specifically NOT permitted to do.

- Download any files, especially music and videos, from the Internet, unless the material is free for commercial use and royalty free.
- Use any form of "instant or private messaging" software.
- Install any applications or software onto District computers.
- Disable or modify any running tasks or services.
- Transfer and/or store music files from any personal devices to District systems.
- Play games, unless directed to by an instructor or supervisor for educational purposes, at any time on District computers, including Internet-based games.
- Use proxies or other means to bypass the content filtering systems in place and or defeat any settings that prevent the access of material deemed and flagged as inappropriate by the blocking devices.
- Use remote accessing software or hardware to take control of any network attached device or workstation.
- Remove License Decals or Inventory Control Tags attached to the systems.
- Disrupt systems used by other individuals by connecting to other District networks to perform any illegal or inappropriate act, such as an attempt to gain unauthorized access to other systems on the network.
- Infringe on or violate copyrights and licenses, or the legal rights of the software producers and network providers.
- Use of another person's user account and any access of credentials.
- Attempt to log onto the network as a system administrator.
- The deliberate infecting of a computer with a "virus", attempts at "hacking" computers using any method,

Consequences

Use of District computers and the internet is a privilege. Failure to abide by the terms of this policy will result in disciplinary action. Damage of computer hardware, computer software (including the deletion of programs and/or files) and computer networks will result in the User being responsible for the current repair and replacement cost of the damaged software and/or equipment. The Director of Educational Technology or his/her designee may close an account at any time as required. The administration, faculty and staff of the District may make a request to the Director of Educational Technology or his/her designee to deny, revoke or suspend specific user accounts based upon violations of this policy.

Improper Use – Bullying

Users may not use the SPSNet for purposes of harassment, intimidation or bullying of others.

Bullying is the repeated use of a written, verbal or electronic expression, physical act or gesture, or any combination thereof, directed at another student that:

- Causes physical or emotional harm to the student or damage to the student's property.
- Places the student in reasonable fear of physical injury or of damage to property.
- Creates a hostile environment at school for the student.
- Infringes on the rights of the student at school.
- Materially and substantially disrupts the education process or the orderly operation of a school.

A hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

Cyberbullying involves an act of bullying through the use of technology or any electronic communication, including but not limited to electronic mail, internet communications, or instant messages. Cyberbullying also includes the creation of a web page or blog in which the creator assumes the identity of another person; or, the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions described in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions described in the definition of bullying.

The District shall, at its sole discretion, determine whether such conduct violates this Policy and any other policies of the District.

Social Networking Sites

It is important that use of social media and networking sites, as well as personal websites and blogs, does not damage the District's reputation, or cause harm to the District's employees, students, or families. User use of non-District social networking sites is prohibited on District provided computers. For students, these guidelines apply to personal computer use outside of school. The District may monitor use of social media by students and may request access to a student's social media accounts, especially where a problem is brought forward to the attention of the District. Students may be disciplined for social media use or communication occurring during off hours. All members of the community should understand that the District takes seriously, and reserves the right to address, any inappropriate use of social media that may impact the educational environment. All Users should exercise care in setting appropriate boundaries between their personal and public online behavior, understanding that what is private in the digital world often has the possibility of becoming public, even without their knowledge or consent.

The District strongly encourages all employees, students and families to carefully review the privacy settings on any social media and networking sites they use (such as Facebook, Google+, Twitter, Flickr, LinkedIn, etc.), and exercise care and good judgment when posting content and information on such sites. When using a social media site, an employee may not include current students as "friends", "followers" or any other similar terminology used by various sites. If an employee has a community that extends to persons who are parents, alums, or other members of the District community, the employee must exercise good judgment about any content that is shared on the site.

Employees, students and families should adhere to the following guidelines, which are consistent with the District's community standards on harassment, student relationships, conduct, professional communication, and confidentiality:

- Users should not make statements that would violate any of the District's policies, including its policies concerning discrimination or harassment;
- Users must uphold the District's value of respect for the individual and avoid making defamatory or disparaging statements about the District, its employees, its students, their families, or School Committee members; and
- Staff may not disclose any confidential information obtained during the course of his or her employment concerning the District, administrators, organizations, students and/or their families.

The District has a strong interest in promoting a safe and supportive learning environment, as well as maintaining a positive reputation in the community. If employee or student activity on a social networking site, blog, or personal website may violate any District policy or otherwise have a detrimental impact on the learning environment, the District may request that the employee or student cease such activity. Depending on the severity of the incident, the employee or student may be subject to disciplinary action.

ANTI-DISCRIMINATION NOTICE OF NON-DISCRIMINATION

The Stoughton Public Schools does not discriminate on the basis of age, activities, race, color, religion, national origin, homelessness, gender, gender identification, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities.

The Civil Rights Coordinator for Title IX of the Education Amendments of 1972, and Chapter 622 of the Acts of 1971 can be reached at 31 Pierce Street, Stoughton, MA 02072.

Inquiries regarding the application of the Stoughton Public Schools non-discrimination policy may be referred to the Coordinator as named above, or the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202, or the Regional Director, U.S. Department of Education Office of Civil Rights, Region One, John McCormack Building, Post Office Square, Boston, MA 02109

NON-DISCRIMINATION POLICIES NONDISCRIMINATION

SC Policy: AC

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public-school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation or disability. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation or disability, their complaint should be registered with the Title IX compliance officer.

NONDISCRIMINATION ON THE BASIS OF DISABILITY

SC Policy: ACE

Title II of the Americans with Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Section 504 is an Act prohibiting discrimination against anyone with a handicap in any program receiving federal financial assistance. The Act defines a person with a handicap as anyone who:

- has a mental or physical impairment which substantially limits one or more major life activities, including activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working;

- has a record of such an impairment; or
- is regarded as having such an impairment

In order to fulfill its obligation under Section 504, the Stoughton Public School System recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices of the school system.

The Stoughton Public School System has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and, if the child is determined to be eligible under Section 504, afford access to educational services. If the parent or guardian disagrees, with the determination made by the professional staff of the Stoughton Public Schools, she or he has a right to a hearing with an impartial hearing officer.

If you have questions about Section 504, please feel free to contact the building principal or his/her designee, or the Section 504 Coordinator for the school district at (781) 344-4000, ext. 1251.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school system receives federal financial assistance and must comply with the above requirements.

BULLYING PREVENTION

SC Policy: JICFB

The School Committee is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to themselves, or of damage to their property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature.

Cyber-bullying shall also include the creation of electronic medium in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents/guardians and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the school district;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school district if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or their designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred they shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, shall be prohibited.

Target Assistance

The school district shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the school district website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR [26:00](#)

M.G.L. [71:37Q](#); [265:43](#), [43A](#); [268:13B](#); [269:14A](#)

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

CROSS REFS.: [AC](#), Nondiscrimination

[ACAB](#), Sexual Harassment

[JIC](#), Student Discipline

[JICFA](#), Prohibition of Hazing

Updated: 21MAR23

STOUGHTON PUBLIC SCHOOLS

INCIDENT REPORT FORM

Person Submitting the Report: _____

Location of Incident: _____ Date of Incident: _____

Description of Incident

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general note-taking. There are no margins, text, or other markings on the page.

Signature: _____ Date: _____

Please Do Not Write in this Box – Official Use Only

Person Receiving the Report: _____ Date Received: _____

Administrator: _____ Incident Number (if applicable): _____

HARASSMENT

SC Policy ACAB

Harassment of students by other students, employees, vendors and other third parties will not be tolerated in the Stoughton Public Schools. This policy covers conduct that occurs on school property, on school buses, or otherwise during a school program or activity, including conduct occurring at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred. Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including termination of employment, subject to contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly as a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Student- to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment may include, but is not limited to:

- Written, verbal, or physical threats or abuse (including via texting, blogging, or other social media or technological methods); and
- Demeaning jokes, stories, or activities directed at the student.

Whether certain conduct constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will designate a Title IX Coordinator and building based civil rights representatives, who may include principals or their designee, to ensure effective implementation of State and Federal Civil Rights Laws. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes: (i) unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; and (ii) sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature; (iii) conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct; and (iv) sexual assault as defined by the federal Clery Act or sexual violence defined by the federal Office of Civil Rights (OCR) as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). Following are some examples of conduct, which may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances – whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life;
- Comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and
- Discussion of one's sexual activities.

Because the District takes allegations of harassment, including sexual harassment, seriously, the District will respond promptly to complaints of, and following an investigation where it is determined that such inappropriate conduct has occurred, will act promptly to eliminate the conduct and impose corrective action, including disciplinary action where appropriate.

Please note that while this policy sets forth the District's goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which the District deems unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

Retaliation against a complainant who has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed.

DUE PROCESS PROTECTIONS

It is the District's policy to provide due process to all parties when a harassment complaint is made. Due process protections include the following:

1. A presumption of innocence applies to the accused throughout the grievance process, with the burden of proof on the District;
2. The decision maker will be a different individual from the Title IX Coordinator or investigator;
3. The preponderance of the evidence standard applies;
4. Written notice of allegations and an equal opportunity to review the evidence;
5. Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
6. Equal opportunity for parties to appeal, where schools offer appeals;
7. Upon filing a formal complaint, the school must give written notice to the parties containing sufficient details to permit a party to prepare for an initial interview and proceed with a factual investigation. The parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying the preponderance of the evidence standard; and
8. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

The District may establish an informal investigation process that may, upon the request of the complainant be followed by a formal process.

The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. In a matter of sexual harassment, the Title IX Coordinator shall be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients.

The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every Title IX sexual harassment complaint. Schools must keep records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed. Records requirements include documenting supportive measures offered and implemented for the complainant, as well as alternative forms of dispute resolution to include mediation or restorative justice.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Stoughton Public School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

The Stoughton Public School District's Title IX Coordinator is:

Jonathan Ford
Deputy Superintendent / Title IX Coordinator
31 Pierce Street
Stoughton, MA 02072
(781) 344 – 4000 x 51229
j_ford@stoughtonschools.org

INFORMATION FOR HOMELESS FAMILIES AND STUDENTS

The Stoughton Public Schools, under the provisions of the McKinney-Vento Homeless Assistance Act, provide safeguards for all homeless children. Children and youths who “lack a fixed, regular and adequate nighttime residence” are considered homeless for educational purposes. This includes those who: are “doubled up”- sharing the housing of friends or relatives due to the loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; are migratory children who qualify as homeless because they are living in circumstances described above; are unaccompanied youths- adolescents who are not in the physical custody of their parents.

Immediate assistance is available at each school from the Principal and the School Counseling Department.

Additional assistance is available from the Stoughton Public Schools Deputy Superintendent, who acts as the District’s Homeless Liaison, at (781) 344 – 4000 x 51229.

The full School Committee policy JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES, can be found here:

<https://z2policy.ctspublish.com/masc/browse/stoughtonset/stoughton/JFABD>

MODEL NOTIFICATION OF RIGHTS UNDER FERPA

For Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202- 4605

PARENT NOTIFICATION RE: HUMAN SEXUALITY EDUCATION

SC POLICY: IHAMA

In accordance with law, the School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

LEGAL REFS: M.G.L. [71:32A](#)

PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations of last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603CMR 46.02.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention.
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition.
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;

- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00,
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint".

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

Physical Restraint and Behavior Support Procedures

Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort. Physical restraint shall only be used when needed to protect a student and/or a member of the Stoughton school community from assault or imminent, serious, physical harm. Furthermore, any such physical restraint shall be administered so as to prevent or minimize any harm to the student.

Physical restraint shall not be used as a means of discipline or punishment; if the student cannot be safely restrained due to medical contraindications which have been documented by a licensed physician and provided to the District; as a response to property destruction, disruption, refusal to comply with rules or staff directives, or verbal threats when those actions do not constitute a threat of assault or imminent, serious, physical harm. Physical restraint shall not be used as a standard response for any individual student. Physical restraint is an emergency procedure of last resort.

Restraint will not be used as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

This policy shall be reviewed annually and provided to Stoughton Public Schools staff and made available to the Parents of enrolled students. Nothing in this policy precludes any teacher, employee, or agent of the Stoughton Public Schools from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

- I. **Methods for Preventing Student Violence and Self-Injurious Behavior**
Prevention/De-Escalation Techniques include using positive steps taken before a behavioral crisis occurs. Examples of these techniques are as follows:
 1. Interrupting – is the first thing to do when trying to break a chain of behaviors, distracting the individual to another topic or something in the environment.
 2. Ignoring – is used during the early stages of negative behavior in which the behavior is not visibly responded to, in order to avoid inadvertently reinforcing it. It does not mean that early danger signs are truly ignored and does not mean that dangerous behaviors are ever ignored.
 3. Redirecting – is used to manage a potentially dangerous behavior by deflecting or redirecting the behavior, and then reinforcing a more appropriate behavior by rewarding the individual for displaying the more appropriate behavior.

Prevention also involves ensuring staff have training; appropriate staffing; policies/procedures in place including behavioral support plans; appropriate programming; ability to recognize individual's strengths, weaknesses and triggers.

- II. **Alternatives to Physical Restraint and Methods of Physical Restraint**
 1. **Alternatives to Physical Restraint**

Physical restraint shall not be used unless the following, less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff:

- a. Positive behavioral interventions
- b. Verbal redirection

- c. Verbal directive to cease behavior
- d. Opportunity for a break
- e. De-escalation techniques
- f. Loss of earned tokens/rewards/privileges
- g. Opportunity for Time Out – a behavioral support strategy [developed pursuant to 603 CMR 46.04(1)] in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed. Any timeouts over thirty (30) minutes must obtain principal approval.
- h. Physical Prompts and Assists – used when the upset person is moving forward but with little resistance. Staff has hands on the individual, but the individual is not displaying assaultive behavior or significantly resisting. Intention of this assist is to move the individual from one place to another and to release him/her upon arrival at desired location. Physical assists must be brief in nature.
- i. Physical Escort – a temporary touch or holding, without the use of force, of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is agitated or upset to walk to a safe location. Physical Escorts must be brief in nature.

2. Methods of Physical Restraint

Physical restraint shall only be administered by trained personnel, using only the amount of force necessary to protect the student or other member(s) of the school community from assault or imminent, serious, physical harm. The staff member(s) administering physical restraint shall use the safest method available and appropriate to the situation. Staff shall continuously monitor the physical status of the student during restraint, and the student shall be immediately released from the physical restraint if the student expresses or demonstrates significant physical distress.

All physical restraints must terminate as soon as the student is no longer an immediate danger, or if the student indicates that he/she cannot breathe, or if the student is observed to be in severe distress. If any physical restraint approaches twenty (20) minutes, staff will obtain the approval of the building Principal to continue the restraint based upon the student's continued agitation.

The District authorized the use of the following restraints:

- a. Passive Protective Holds – are used by one or two staff to facilitate a short-term emergency physical intervention. The individual is potentially causing harm to self/others or is engaged in major property destruction that could potentially lead to harm to self or others.
- b. Transports – are used to move an upset individual from one area to another area. This is used when the individual is not cooperating and may be aggressive/assaultive. Individuals must have their feet on the floor. Purpose of a transport is to move the individual from danger to safety, not from danger to destination.
- c. Immobilization Holds – prevent the individual from moving freely and involve immobilizing head, arms and legs.

All physical restraints shall be administered in compliance with 603 CMR 46.00.

III. Prohibited Forms of Restraint

Any form of physical restraint used in a manner inconsistent with State regulations [603 CMR 46.00] is prohibited in the Stoughton Public Schools. The following forms of restraint are expressly prohibited:

- 1. Mechanical Restraint – the use of any device or equipment to restrict a student's freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed.
- 2. Medication Restraint – the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a physician and authorized by the parent for administration in the school setting is not medication restraint.
- 3. Seclusion Restraint – the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out [as defined in 603 CMR 46.02].

Prone restraint, as defined in 603 CMR 46.02, shall only be permitted under the following, limited circumstances:

- 1. The student has a documented history of serious self-injury and/or injuries to other students or staff.
- 2. All other forms of physical restraint have failed to ensure the safety of the student and/or the safety of others.
- 3. There are no medical contraindications documented by a licensed physician.
- 4. There are no psychological or behavioral contraindications documented by a licensed mental health professional.
- 5. The student's Parent has provided voluntary, informed, written consent to the use of prone restraint; consent shall mean agreement by a parent who has been fully informed of all information relevant to the activity for which agreement is sought, that the parent understands that the agreement is voluntary and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom.
- 6. The building Principal, or designee, has provided written approval.

Stoughton Public Schools will not use prone restraint unless the above circumstances have been documented in advance.

IV. Staff Training, Physical Restraint Reporting, and Follow-Up Process

1. Staff Training

All staff/faculty will receive training regarding the District's physical restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment. Required training for all staff will include review of the following:

- a. Stoughton Public Schools Physical Restraint and Behavior Support Policy.
- b. School building-level physical restraint procedures, including the use of time-out as a behavior support strategy.
- c. The role of the student, family, and staff in preventing physical restraint.
- d. interventions which may preclude the need for restraint, including de-escalation of problematic behaviors and alternatives to restraint.
- e. When in an emergency, the types of permitted physical restraints and related safety consideration, including information regarding the increased risk of injury to a student when any restraint is used.
- f. Identification of Stoughton Public Schools' staff who have received in-depth training.

At the beginning of the school year, each building Principal will identify those designated staff who will participate in in-depth training and who will then be authorized to serve school-wide resources to assist in ensuring proper administration of physical restraint. Designated staff members shall participate in in-depth training in the use of physical restraint, with at least one refresher training annually. In-depth training will include:

- a. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint.
- b. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations to determine whether the use of restraint is warranted.
- c. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress, and obtaining medical assistance.
- d. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints.
- e. Demonstration by participants of proficiency in administering physical restraint; and
- f. Instruction regarding the impact of physical restraint on the student and family, including but not limited to psychological, physiological, and social-emotional effects.

2. Physical Restraint Reporting

A. Report to building Principal:

1. Staff shall verbally inform the Principal of any physical restraint as soon as possible and by written report within one (1) school day.
2. The Principal or designee shall maintain an ongoing record of all reported instances of physical restraint.

B. Report to Parent(s) of Physically Restrained Student:

1. The Principal or designee shall make reasonable efforts to verbally inform the student's Parent of the physical restraint within twenty-four (24) hours.
2. The Principal or designee shall provide the Parent a written report of the physical restraint within three (3) school days. This written report may be provided via email, if the Parent has provided the District with an email address.
3. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.
4. The Parent and/or student may also pursue the Grievance Procedure

C. Report to Department of Elementary and Secondary Education (DESE):

1. Whenever a physical restraint results in injury to the student or any school community member, the District shall send a copy of the written report to DESE within three (3) school days.
2. A copy of the ongoing physical restraint log from the past thirty (30) days will also be provided to DESE.
3. Stoughton Public Schools shall also report physical restraint data annually to DESE, as directed by DESE.

D. Report to Law Enforcement and Other State Agencies:

1. Nothing in this policy prevents any individual from reporting a crime to the appropriate authorities;
2. Nothing in this policy prevents any individual from exercising their responsibilities as a mandated reporter [under M.G.L. c. 119, §51A].

E. Contents of Written Reports:

The written report of any physical restraint shall include:

1. Name of the student; name(s) and job title(s) of staff who administered the physical restraint, and observers, if any; the date, time restraint began, and the time that restraint ended; the name of the Principal or designee who was verbally informed following the restraint, and who approved continuation of the restraint beyond twenty (20) minutes, if applicable.
2. A description of the activity in which the restrained student and other students and staff in the vicinity were engaged immediately preceding the use of the physical restraint; the behavior that prompted the restraint; the

efforts made to prevent escalation of behavior, including specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.

3. A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, and any medical care provided.
4. Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
5. Information regarding opportunities for the student's Parent(s) to discuss the administration of the restraint and any consequences with school officials.

3. Follow-Up Procedures

After a student is released from a physical restraint, staff shall implement follow-up procedures, including:

- a. Reviewing the incident with the student to address the behavior that precipitated the physical restraint.
- b. Reviewing the incident with the staff member(s) who administered the physical restraint to ensure proper restraint procedures were followed; and
- c. Consideration of whether any follow-up is appropriate for students who witnessed the physical restraint, if any.

The principal of the program shall conduct a weekly review of restraint data in order to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

- a. review and discussion of the written reports [developed in accordance with 603 CMR 46.06] and any comments provided by the student and parent about such reports and the use of the restraints.
- b. an analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved.
- c. consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions, as appropriate, with the goal of reducing or eliminating the use of restraint in the future, an agreement on a written plan of action by the program.

If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

V. Procedure for the Use of Time-Out

Principals shall develop a procedure for the use of time-outs that include the process by which staff will obtain the Principal's approval for any time-out lasting longer than thirty (30) minutes. Such approval shall be based on the student's continuing agitation.

VI. Methods for Engaging Parents

Stoughton Public Schools will conduct an annual workshop, open to the entire school community, concerning restraint prevention and the use of restraint solely as an emergency procedure. This workshop may be coordinated with the special education parent advisory council, the parent-teacher organization, and other relevant community groups.

Any parent with concerns about the use of physical restraint at any school within Stoughton Public Schools may request a meeting with the building Principal or the Superintendent to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of the Grievance Procedure.

VII. Grievance Procedures

This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure:

1. The complaint must be submitted in writing or on audiotape to the Administrator of Special Education.
2. The Administrator of Special Education will meet with the complainant within ten (10) school days of receipt of the complaint.
3. A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the Administrator of Special Education and the Department of Elementary and Secondary Education.
4. A written report will be developed by the Administrator of Special Education and provided to the complainant.

PROCEDURE FOR STUDENTS WITH IDENTIFIED DISABILITIES TO ATTEND AND TO PARTICIPATE IN DISTRICT PROGRAMS, ACTIVITIES, AND SERVICES, INCLUDING NON-ACADEMIC AND EXTRACURRICULAR

All students of the Stoughton Public Schools (District) with identified disabilities, including students in out-of-district placements made by the District, but whose home school is in the District, except in cases described below, may attend and participate in all programs, activities, and services, including non-academic and extracurricular (programs), (1) that the District sponsors; (2) to which the District provides substantial assistance; or (3) with whom the District has a contractual relationship, such as with the Private Industry Council (PIC). Some students are entitled to participate in programs, in order to receive a free appropriate public education (also known as a "FAPE"). For other students, the exceptions are that the District may limit the attendance and participation of a student with disabilities in such programs if the student's placement team determines that:

- Modification(s) to such programs to allow the student to attend and to participate would fundamentally alter the nature of the program, and,
- With or without an appropriate modification to such programs, the student's attendance and participation would reasonably pose a risk of harm to the student or to others.
- Modification(s) would create an undue financial hardship for the District.

The District will inform parents/guardians (parents) through its usual notices (such as school bulletin boards, calendars, newsletters, newspapers, flyers, and website) and through local cable television stations of such programs in a manner similar to the notice that it provides to parents of students without disabilities. Once the District provides timely and adequate notice of such programs, the parent's notification to the District of the student's desire to attend/to participate shall not be more burdensome than that required of the parent whose child does not have disabilities. However, the District may require a parent of a student with disabilities to provide advance notice to the District of the student's desire to attend/to participate because of the possibility that the District may be required to make appropriate modifications.

Please direct inquiries about this procedure to: Amy Saraiva, Out-of-District Administrator for Special Education, Telephone 781.344.4000

RESIDENCY

SC Policy: JFAA

To attend the Stoughton Public Schools, a student must reside in the Town of Stoughton.

It is the policy of the Stoughton Public Schools that proof of residence must be established by the student and/or his/her parent/guardian in accordance with the following criteria:

Proof of Residency/Occupancy/Identity: All applicants for enrollment must submit **at least one document each from Column A, B, and C** and any other documents that may be requested, including, but not limited to those from Column A, B, or C (noted below). Documents must be original and cannot be a photo copy. A parent, guardian, or student who is unable to produce the required documents should contact the Central Registration Office.

Column A	Column B	Column C
Evidence of Residency	Evidence of Occupancy	Evidence of Identity
<ol style="list-style-type: none"> 1. Record of recent mortgage payment 2. A lease and record of recent rental payment 3. A residency affidavit 4. Property tax bill 5. Section 8 agreement 	<ol style="list-style-type: none"> 1. Utility bill dated within the past 45 days (Gas, oil, electric, etc.) 2. Home telephone (not cell) 3. Internet / Cable bill 4. Current excise (vehicle) tax bill 5. Current vehicle registration 6. Auto or Health Insurance Statement 	<ol style="list-style-type: none"> 1. Valid Driver's License 2. Valid Passport 3. Valid Photo ID Card

**A parent, guardian, or student who is unable to produce the required documents should contact the Central Registration Office, a School Residency Officer will do a residency check prior to admission and may make additional visits to the residence to confirm the student is sleeping at the home.*

- New students whose families are purchasing an existing primary residence within the Stoughton School District may enroll in the District at the beginning of the school year if they have a signed and accepted Purchase and Sale Agreement, a signed statement from bank officer that a mortgage has been approved, and a scheduled closing date no later than Oct. 1 of that year.

- Current Stoughton Public Schools students whose families move out of town after April 1 may complete that school year in the District.
- Families must notify the Central Registration Office in writing in advance of any address changes in their residency.
- It is important to note that simply owning property within the Town of Stoughton does not establish residency for a child and allow them to attend the Stoughton Public Schools.

Students living with persons other than their parent/guardian, who have met residency requirements and signed a Residency Statement, will be required to have the persons they are living with submit the following proof of residence:

1. Court documentation of guardianship; or
2. A notarized Caregiver Authorization Affidavit documenting that the student is maintaining permanent residency with the person(s) indicated at the given address.

The School District reserves the right to confirm actual living arrangements. This includes conducting home visits. The purpose of such visits will be to assist in the determination as to whether or not the student resides at the indicated address. For the purposes of maintaining residency, a student must spend at least 51% of their school nights at their Stoughton address. To ensure that parents/guardians are aware of the residency requirements, the parent/guardian is required to sign the Residency Statement provided with this policy.

If the results of a residency investigation conducted by the District determines that a student does not reside in Stoughton, the parent/guardian of that student, or any person who falsely claims that a student lives with them, will, when deemed appropriate by the Superintendent, be required to pay the full cost of the student's tuition to the Stoughton Public Schools for the period of their enrollment, as well as any related legal fees. In addition to incurring civil liabilities, any person who knowingly registers or attempts to register a student not living in Stoughton, or maintains the enrollment of a student who no longer resides in Stoughton, will be found in violation of the residency requirement and will, when deemed appropriate by the superintendent, be referred to the proper agency for criminal prosecution.

When families already living in Stoughton find that their individual circumstances will create a violation of this policy, the Central Registration Office shall have the authority to investigate and evaluate their specific circumstances, and based upon their discretion, may provide a reasonable short-term accommodation.

The community is encouraged to report violation of this policy to a Building Principal, a Central Office Administrator, the Administrator of Special Education, the Athletic Director, and/or the Central Registration Office. Each of these individuals will be responsible for reporting the alleged violation to the Superintendent.

On an annual basis, The Central Registration Office shall verify the residency of up to 20% of the families with children attending the Stoughton Public Schools. Residency verification will require parents/guardians to provide the same documentation necessary to establish residency and sign an updated Residency Statement. The Central Registration Office will establish a process/procedure to minimize the possibility of parents/guardians with children in multiple schools being required to undergo residency verification on successive years.

This Residency Policy will be included in all Parent/Student Handbooks, as well as distributed to all parents/guardians upon registering a new student in the Stoughton Public Schools.

This residency policy does not apply to homeless students, students in foster care, or refugee school-aged students who are required to be enrolled immediately.

Vote to Adopt: March 22, 2022

STUDENT RECORDS

SC POLICY JRA, JRA-R

All information kept by a school or school district on a student in a way that the student may be individually identified is considered the student's record. The record is divided into two parts: the transcript and the temporary record.

1. The transcript will include only the minimum information necessary to reflect the student's educational progress. This information will include name, address, course titles, grades, credits, and grade level completed. A transcript will be kept by the school district for at least sixty years after a student leaves the system.
2. The temporary record will contain the majority of the information maintained by the school about the student. This may include such things as standardized test results; class rank; school-sponsored extracurricular activities; evaluations and comments by teachers, counselors, and other persons; disciplinary records; and other information. The temporary record will be destroyed within five years after the student leaves the school system.

Log of Access

A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person

who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

1. authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;
2. administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
3. school nurses who inspect the student health record.

Access of Eligible Students and Parents

The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.

1. Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.
2. Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.
3. The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.
4. The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

Access of Authorized School Personnel

Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.

Access of Third Parties

Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

1. A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.
2. Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.
3. A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.
4. Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.
5. A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.

6. Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.
7. Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.
8. School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.

Access Procedures for Non-Custodial Parents

As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

1. A non-custodial parent is eligible to obtain access to the student record unless:
 - A. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 - B. the parent has been denied visitation, or
 - C. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
 - D. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
2. The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
3. In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
4. Upon receipt of the request the school must immediately notify the custodial parent by certified and first-class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
5. The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
6. Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Amending the Student Record

The eligible student or the parent shall have the right to add information, comments, data, or any other relevant written material to the student record.

The eligible student or the parent shall have the right to request in writing deletion or amendment of any information contained in the student record, except for information which was inserted into that record by an Evaluation Team. Such information inserted by an Evaluation Team shall not be subject to such a request until after the acceptance of the Evaluation Team Educational Plan, or, if the Evaluation Team Educational Plan is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:

1. If such student or parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either student or parent shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.
2. The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such student or parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the student or parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

VIDEO SURVEILLANCE POLICY (Summary)

In pursuit of security, safety, and accountability, the School Committee authorizes the use of security cameras in school district buildings and on its property, including buses, to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property.

Please see School Committee policy ECAF-SECURITY CAMERAS IN SCHOOLS here:

<https://z2policy.ctspublish.com/masc/browse/stoughtonset/stoughton/ECAF>

WELLNESS POLICY

SC Policy ADF

It is the policy of the Stoughton Public Schools to promote actions that create a healthy and safe environment for all students, faculty, staff and citizens. It is our goal to develop and protect our students' physical, emotional, and social well-being through a coordinated school health and wellness program based on the premise that improved health optimizes student performance potential. This includes providing a healthy environment, school nurse services, nutritious school meals, health and physical education, and opportunities for physical activity. It is the intent of this policy to enable students and staff to become independent and self-directed learners by taking the initiative to meet their own health, physical, and nutritional needs as developmentally appropriate.

All students in grades PreK-12 should have opportunities, support, and encouragement to be physically active on a regular basis. Foods and beverages sold or served at school will meet the nutritional recommendations of the U.S. Dietary Guidelines for Americans and MGL 105CMR225.000, Nutrition Standards for Competitive Foods and Beverages in Public Schools.

Furthermore, it is our expectation that specific actions and decisions will take into account the health needs and well-being of all children without discrimination or isolation of any child. It is the district's belief that education and open and informative communication are vital for the creation of an environment with reduced risks for all students and their families. In order to assist children in assuming more individual responsibility for healthy decisions, and maintaining their safety as they grow, it is the policy of the School Committee that the guidelines reflect student development as children advance from the primary grades through secondary school.

Please see School Committee policy ADF - WELLNESS POLICY

<https://z2policy.ctspublish.com/masc/browse/stoughtonset/stoughton/ADF>